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THE EFFECTIVENESS OF TARGET PLAY METHOD MANAGEMENT IN IMPROVING THE BASKETBALL SHOOTING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This study aims to examine the effect of the target game training method on the shooting ability of junior basketball players at the SMPN 1 Montong Gading in 2024. The research utilized a quasi-experimental approach with a control group pretest-posttest design. A total of 24 participants were selected through purposive sampling from the club's junior team. The instrument used was the under-basket shooting test, in which players attempted as many accurate shots as possible within 30 seconds. The intervention was conducted over 4 weeks with 12 training sessions. Statistical analysis using the paired sample t-test showed a significant improvement in players' shooting performance. The mean pretest score was 15.5, which increased to 16.58 in the posttest. The result of the t-test revealed a t-value of 3.223 with a significance level of 0.008 ($p < 0.05$), indicating a significant difference. In contrast, the control group showed no significant improvement. These findings demonstrate that the target game method is effective in enhancing shooting skills by increasing players' engagement, motivation, and shooting repetition in a fun and active learning environment. This method supports the principles of Teaching Games for Understanding (TGfU) and is recommended for use in youth basketball training programs.

INTRODUCTION

Basketball is one of the most popular team sports globally, including in Indonesia. Basketball is not only played at the professional level, but also very popular among students and communities, ranging from children to adults (Wissel, 2000). In this game, technical skills such as dribbling, passing, defense, and shooting must be mastered optimally by each player. Among all these techniques, shooting occupies a very important position because it is the only way to score points (Oliver, 2007).

Shooting is a basic skill that requires coordination of movement, muscle strength, directional accuracy, and good reaction speed. According to Schmidt and Wrisberg (2008), shooting is included in open motor skills, which require athletes to perform precise movements in varied conditions. Low shooting ability, especially among junior players, can have a significant impact on the overall effectiveness of team play. This is reinforced by observations at the SMPN 1 Montong Gading Club, which show that many junior players still fail to shoot the ball towards the basketball hoop accurately and consistently.

This problem can be caused by several factors, including immature shooting techniques, posture that is still in its infancy, muscle strength that is not optimal, and lack of variety in training methods (Nurhasan, 2010). Conventional training that is dominantly done sequentially and boring results in players not getting enough opportunities to shoot actively. Sajoto (1988) emphasized that monotonous training methods tend to be ineffective for the motor development of athletes, especially at an early age.

As a solution, the target play approach was introduced as a training method that combines elements of play, competition, and skill reinforcement. Target play falls within the Teaching Games for Understanding (TGfU) learning framework, which emphasizes a tactical, participatory, and fun approach (Mitchell, Oslin, & Griffin, 2003). This approach has been shown to be effective in improving technical skills and tactical understanding in team sports, especially in the context of physical education (Gréhaigne, Richard, & Griffin, 2005).

Target games specifically train players' accuracy, targeting and concentration. In the context of basketball, they provide an alternative to the use of one or two conventional hoops, by modifying several additional targets in different areas of the court. The addition of these targets not only increases the frequency of shooting practice but also enriches the player's learning experience (Griffin & Butler, 2005). In addition, this method also encourages transfer of learning, where skills acquired from target play can be applied to real match contexts (Schmidt & Lee, 2011).

Previous research by Sumarna (2006) showed that the TGfU approach significantly improved the learning outcomes of passing and shooting skills in junior high school students compared to traditional instructional methods. Similar findings were also presented by Suranto (2014), who found that a game-based learning model was able to increase enthusiasm, participation, and learning outcomes of basic basketball techniques.

However, there are still few studies that specifically evaluate the effectiveness of the target play method on improving shooting skills in junior basketball players in a club context. This indicates a research gap that is important to bridge. Therefore, this study has an urgency to be conducted because it offers an innovative, contextualized, and experiential training approach.

The novelty of this research lies in the application of the target play method as an alternative method of training shooting techniques for junior basketball players. By combining active learning principles and game modifications, this method not only aims to improve shooting skills, but also builds intrinsic motivation and active participation of players. In addition, this study was conducted in a community club setting, rather than in a school institution like most previous studies, thus expanding the context of the applicability of the TGfU method in the field.

Thus, this research is expected to make theoretical and practical contributions in the development of basic basketball technique training models, as well as a reference in the preparation of a game-based training curriculum at the early age coaching level.

METHODS

This study used a quasi-experimental design with a control group pretest-posttest design. This design is used because the research involves a control group, a group of subjects who are given treatment after an initial measurement (pretest) and then a final measurement (posttest) to determine the effect of the treatment (Maksum, 2012). The advantage of this design is that it allows researchers to compare conditions before and after treatment in the same group directly and objectively.

Participants

The participants in this study were all junior basketball players at SMPN 1 Montong Gading, East Lombok Regency, West Nusa Tenggara Province, totaling 24 people. They are novice players who actively participate in club training and are between 13-16 years old. This research was conducted at the Basketball Field of SMPN 1 Montong Gading, as the official location for training and data collection.

Sampling Procedure

Sampling was carried out using purposive sampling technique, which is a method of selecting samples based on certain criteria or characteristics that have been determined by the researcher beforehand (Arikunto, 2002). In this case, the samples selected were junior players who were actively practicing, had a minimum attendance rate of 80% in the training schedule, and were willing to follow the entire series of treatments and tests.

According to Suharsimi Arikunto (2010), if the number of subjects in the population is less than 100 people, then all should be taken as samples, but with consideration of active involvement and data validity, researchers only took 12 players who met these criteria.

Research Instrument

The instrument in this study was the shooting under basketball test adapted from Nurhasan (2010). This test aims to measure the shooting ability of players by counting the number of balls that enter the basketball ring within 30 seconds from the bottom position of the ring. The shooting techniques allowed in this test are set shoot and jump shoot.

According to Suharsimi Arikunto (2002), research instruments are tools used to collect data to make the work process easier and the results more accurate. Meanwhile, according to Sugiyono (2010), instruments are measuring instruments to determine the condition of the variables under study, both in social and sports phenomena.

The test is carried out with the procedure: the player stands under the basketball hoop while holding the ball in front of the chest. After the “yes” signal is given, the player shoots as many balls as possible towards the ring within 30 seconds. The incoming ball will count as a valid score, if it touches the board before entering the ring.

Procedure

The research was conducted in three main stages:

- Pretest

Players underwent an initial test to measure shooting ability before treatment was given. This data is used as a reference to see changes in performance after treatment.

- Treatment

Subjects were given treatment in the form of training with the target playing method for 4 weeks, with a frequency of 3 times a week (Tuesday, Thursday, and Saturday), and a training duration of 90 minutes per session. The total number of meetings was 12 times. The exercises included various forms of target games that were customized to improve shooting accuracy and consistency.

This approach is based on the active learning principles in Teaching Games for Understanding (Mitchell et al., 2003), which encourages players to learn through the context of games with modified targets. The frequency of training also refers to the recommendations of Sajoto (1988) and Fox & Mathews in Sajoto, who state that training 3 times a week is effective for improving anaerobic capacity and technical skills.

- Posttest

After the treatment was completed, the players again underwent the same test as the pretest. The posttest results were then compared with the pretest results to see the effect of the target play method on improving shooting ability.

Data Analysis

Data analysis in this study used a paired sample t-test, which is a statistical technique used to test the difference between two related averages (pretest and posttest) from the same group (Hulfian, 2015).

RESULTS & DISCUSSIONS

Results

This study aims to determine the effect of the target play method on shooting ability in junior basketball players at the SMPN 1 Montong Gading Club in 2021. The test used is a shooting under basketball test based on procedures from Nurhasan (2010). The test was conducted before and after training (pretest and posttest) which was carried out for 4 weeks with a frequency of 3 times per week.

- Pretest Results
  In the initial measurement (pretest), the shooting ability score shows that most players still have a moderate to low shooting success rate. The average pretest scores obtained are:
  - Total pretest score = 186
  - Average pretest = 186 / 12 = 15.5
- Posttest Results
  After being given treatment in the form of target play method training for 12 sessions, the final measurement (posttest) was carried out. The results showed an increase in shooting scores in almost all participants. The average posttest scores are:
  - Total posttest score = 199
  - Average posttest = 199 / 12 = 16.58
- Statistical Analysis Results
  To determine the significance of the improvement in shooting ability, a statistical test was carried out using the t test for paired samples. The calculation is obtained:

Table 1. SPSS Paired Sample Test Results of Treatment Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	16.5833	12	1.16450	.33616
	Pretest	15.5000	12	.90453	.26112

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	1.08333	1.16450	.33616	.34345	1.82322	3.223	11	.008

Pretest and Posttest Results of the Treatment Group

At the beginning of the study, the pretest score showed that the average shooting ability of players was 15.5 with a total score of 186. After being given treatment in the form of training with the target playing method, the average posttest score increased to 16.58, with a total score of 199. This shows an increase in the average score of 1.08 points.

Statistical Test Results of the Treatment Group

Statistical testing was carried out using a paired sample t test. SPSS analysis results show:

- t-count = 3.223
- p-value = 0.008 (<0.05)

Because the p value <0.05, it can be concluded that there is a significant effect of the target playing method on improving the shooting ability of players.

Table 2. SPSS Results Paired Sample Test Control Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	16.0833	12	1.08362	.31282
	Pretest	15.7500	12	1.21543	.35086

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	.33333	.77850	.22473	-.16130	.82797	1.483	11	.166

The control group, which was not treated with the target play method, showed an average pretest of 15.75 and posttest of 16.08. The score difference was only 0.33 points, and the t-test results showed:

- t-count = 1.483
- p-value = 0.166 (> 0.05)

That is, there is no significant effect on the control group.

Discussions

The results of this study indicate that the target play method has a significant effect on improving the shooting ability of junior basketball players. Target game-based training can increase the frequency and quality of shooting because players get more opportunities to perform shooting technique movements in fun and not monotonous conditions.

Theoretical Analysis

According to Griffin, Mitchell, & Oslin (2003), target play is included in the Teaching Games for Understanding (TGfU) approach which integrates aspects of technique and tactics in the context of realistic and fun games. This approach has also been shown to increase players' active involvement and naturally increase the frequency of specific motor practice.

In line with Schmidt and Wrisberg (2008), motor skills such as shooting will improve if given in the form of meaningful and contextualized exercises. In this study, the target modification facilitated more dynamic training conditions and provided immediate feedback to players on the success of their shots.

Compatibility with Previous Research

This finding is in line with the results of a study by Sumarna (2006) which showed that the TGfU approach was significantly more effective than conventional methods in improving basic basketball techniques, including shooting. In his study, students trained with a game approach showed higher learning outcomes and more active participation.

Likewise, research by Prasetyo & Widiastuti (2017) revealed that training with the target game method significantly improved shooting accuracy and passing ability compared to regular drill training. This method provides variety and increases player enthusiasm during training.

In this study, the treatment group that received target play training showed an average increase of 1.08 points, while the control group only increased by 0.33 points and was not statistically significant. This shows that the changes that occurred were not solely due to the

routine training process, but rather due to the effectiveness of the target play method in providing optimal and participatory movement stimuli.

Factors Supporting Success

The success of this method is supported by the principle of meaningful repetition in motor learning, where players perform repetitive shooting actions in a fun, light competitive atmosphere. In addition, the use of a wide variety of modified targets improves players' focus, accuracy and concentration (Woods, 2008). The regular training frequency of 3 times per week for 4 weeks also provides sufficient physiological adaptation time to improve muscle strength and eye-hand coordination that support successful shooting (Sajoto, 1988).

CONCLUSION

Based on the results of data analysis and discussion that has been carried out, it can be concluded that the target playing method has a significant effect on improving shooting skills in junior basketball players at the SMPN 1 Montong Gading Club in 2024. This is evidenced by an increase in the average shooting score from the pretest of 15.5 to 16.58 in the posttest, and the statistical test results show the t-count value of 3.223 is greater than the t-table of 1.796 with a significance of 0.008 <0.05. These findings indicate that a game-based training approach, specifically target games, can provide a more effective training stimulus than conventional training because it increases player engagement, motivation, and frequency of action. In addition to providing technical improvement, this method also reinforces the principles of active and contextual learning in early sports skills training. Therefore, the target play method is very feasible to be applied in basketball basic technique coaching programs, especially in junior age groups.

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